**Helping**

**Students**

**Succeed**

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Strategies that help students enhance their reading:

* Summarizing
* Reading to find information
* Skimming
* Scanning
* Finding the Main Idea

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<http://meade.k12.sd.us/PASS/Pass%20Adobe%20Files/March%202007/SummarizingStrategies.pdf>

Including:

* Writing Summaries
* “Rule-Based” Strategy
* Rules for Summarizing
* Summary Frames
* Reciprocal Teaching
* Quick Summaries
  + Don’t Look Back
  + 1 Sentence Paraphrase
  + One Word Summary
  + Refine and Reduce
* Magnet Summaries
* Journalists’ Questions
* GIST Summaries
* Teacher Prepared Notes, Informal Outline, Webbing, Combination Notes, Highlighting, Skeleton Notes, Two-Column Notes
* During Reading: Say Something
* After Reading: One Sentence/One Word
* Somebody Wanted But So
* During Reading: The Jigsaw
* After Reading: Save the Last Word for Me

**Non-fiction “Scavenger Hunt”**

Title of the book: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year it was written: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Can you find . . .

* a word written in color or fancy print? page \_\_\_\_\_\_\_
* a word that is large or in bold print? page \_\_\_\_\_\_\_
* a heading? page \_\_\_\_\_\_\_
* a picture? page \_\_\_\_\_\_\_
* a chart or graph? page \_\_\_\_\_\_\_
* a label or caption? page \_\_\_\_\_\_\_
* an index? page \_\_\_\_\_\_\_
* a table of contents? page \_\_\_\_\_\_\_

What do you think you will learn from this book?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What part of the book “took your eye”? Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

K-W-L-S/K-N-L-S Organizers

# K-W-L-S

This strategy helps students access prior knowledge and set a purpose for reading. It includes before-reading and after reading components.

# How it works:

Before reading, students discuss and record what they already **K**now about the topic in the ***K*** column, and what they **W**ant to find out in the ***W*** column. The **W**ant column will have questions about the topic that might be answered from the reading. Developing these questions also helps to set a purpose for reading.

After reading, the students record that they **L**earned in the ***L*** column. Often the reading will not provide the answers to all the questions, and it might elicit more questions. These additional questions for further research should be recorded in the ***S*** column, as things the reader **S**till wants to know.

At first, you should complete the K-W-L-S chart together as a shared reading/writing activity. Gradually students can develop the independence to use their own background knowledge and set their own purposes when they read.

|  |  |  |  |
| --- | --- | --- | --- |
| **K: Know** | **W: What** | **L: Learn** | **S: Still** |
| **What I already *KNOW*** | ***WHAT* I want to find out** | **New Things I *LEARNED*** | **Questions I *STILL* have** |
|  |  |  |  |

# K-N-W-S

Use the KNWS chart in a similar fashion to the K-W-L-S chart to aid students with solving problems.

|  |  |  |  |
| --- | --- | --- | --- |
| **K: Know** | **N: Not Need** | **W: What** | **S: Strategy** |
| **Problem:** | | | |
| **What facts do I *KNOW* from the information in the problem?** | **Which information, if any, do I *NOT* need?** | ***WHAT* does the problem ask me to find?** | **What *STRATEGY*, operations, or tools will I use to solve the problem?** |
|  |  |  |  |

**RAN ORGANIZER (Reading and Analyzing Non-fiction)**

# How it works:

# Another useful tool is the RAN Organizer developed by Tony Stead. The RAN is used for Reading and Analyzing Non-fiction and teaches students how to interact with text. Many teachers are familiar with similar charts such as the KWL chart (what we Know, what we Want to know and what we Learned).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WHAT I THINK I KNOW** | **CONFIRMED** | **MISCONCEPTIONS** | **NEW INFORMATION** | **WONDERINGS** | **CONNECTIONS** |
| **Before Reading**  Students use sticky notes and write down what they think they know about the topic. They stick them to this part of the board. If you don’t want to use sticky notes just brainstorm as a group. | **After Reading**  Move appropriate information from column one to here. Students should be able to show evidence from the text. | **After Reading**  Students may find that they were wrong. It is good to recognize that we are not always right. What if the text is wrong? Is everything we read correct because it is put in print? | **After Reading**  List any new information that students have learned here. Note where the information was found in the text. This allows struggling students a chance to see where the information was found. | **Before and/or After Reading**  Allow learners to experience that we may have questions that are left unanswered. As learners we may have questions that were answered in the text but we missed the information. If this is the case it is the perfect opportunity to model some reading strategies such as rereading or skimming. | **Before and/or After Reading**  This is a column that is added because it was relevant to what you may be doing. Sometimes you would use this column and sometimes you wouldn’t. Some students make connections to previous knowledge, personal experience, and current events. It is useful to bring such knowledge out to enhance learning. |

The RAN takes into consideration other factors involved in learning, such as misconceptions, previous knowledge, questioning, new information and connections we can make to previous learning. This chart is great in that it validates that as learners we make mistakes and that is OK.

You may find that even with this chart you have to deal with information that students thought they knew but was not addressed in the text. Therefore, you may have a column for unverified information. Sometimes you could use all columns; sometimes you could choose four. It is beneficial to adapt the chart so that it works to support the outcomes that you want students to achieve and individual student needs.

**RAN Organizer**

**Reading and Analyzing Non-Fiction**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WHAT I THINK I KNOW** | **CONFIRMED** | **MISCONCEPTIONS** | **NEW INFORMATION** | **WONDERINGS** | **CONNECTIONS** |
| **Before Reading** | **After Reading** | **After Reading** | **After Reading** | **Before and/or After Reading** | **Before and/or After Reading** |

**Finding the Main Idea**

1. **What is the selection mostly about?**
2. **What is the most important idea given about the topic?**
3. **Look for the details that tell about the main idea. If you can’t locate any details, you probably don’t have the main idea.**
4. **Remember – the main idea is sometimes right in the passage. Other times you have to use the details to figure out the main idea.**

|  |
| --- |
| **The main idea is the last sentence.** |

|  |
| --- |
| **The main idea is the first sentence.** |

|  |
| --- |
| **The main idea is not stated.** |

Sum It Up

# How does it work?

You have students imagine they are placing a classified ad or sending a telegram, where every word used costs them money. Tell them each word costs 10 cents, and then tell them they can spend "so much." For instance, if you say they have $2.00 to spend, then that means they have to write a summary that has no more than 20 words. You can adjust the amount they have to spend, and therefore the length of the summary, according to the text they are summarizing.

You can use this strategy to have the students summarize:

1. A chapter or chapters
2. An article
3. A handout
4. A primary source
5. Etc.

**S u m I t U p**

|  |  |
| --- | --- |
| **NAME** | **DATE** |
| **TITLE of READING SELECTION** | |

1. Read the selection and underline the key words and main ideas. Write these in the blank area below where it says “Main Idea Words.”

2. At the bottom of this sheet, write a one-sentence summary of the article, using as many main idea words as you can. Imagine you only have $2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

**Main Idea Words:**

*“Sum It Up” for* **$2.00**

\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

**LESSON CLOSURE**

Today’s lesson...................................................................

.............................................................................................

........................ . One key idea was ....................................

................................................................................................................. . This is important because ............................

.............................................................................................................................. . Another key idea .............................

................................................................................................................................... . This matters because .................

........................................................................................................................................................................ . In sum, today’s lesson .....................................................................

..................................................................................................................................................................................................................................................................................... .

|  |  |
| --- | --- |
| Exit Cards |  |

**What are they?**  
Exit cards are a quick assessment tool for teachers to help them become more aware of student understanding of concepts taught. Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day. They may be used at any grade level and every subject area.

How long does this exit card take to complete?  
Exit cards take about five minutes to complete and reveal important information about student understanding.

When should exit cards be used?  
Exit cards may be used as part of ongoing assessment and may be used in daily routines or lessons as a closure activity.

How do I choose appropriate questions?

The questions chosen by the teacher depend on what information or type of response is expected from students. The questions can be varied and target skill development through demonstrations, explanations, understanding, or a reflection of how students feel about their learning success or frustration. Opinions are often requested in exit cards to address personal feelings or perceptions. The questions should be short and only take a few minutes to write (and read) so they become a quick assessment check.

How do I use exit cards? Distribute a slip of paper or index card to each student. Students put their name on the card and wait for the teacher to pose the question(s). Students respond to the question(s) and turn in the card before they leave the classroom. It can be used as a pass or ticket out of the classroom.

What student expectations should be set?  
Students need to know what the exit cards are being used for. Let them know that you want to know how well they understand what is being taught or difficulties they may be having so you can plan to help them. There are no wrong answers but effort is expected. Student sharing of responses could be a model to build from. A mark could be assigned from time to time if effort becomes an issue (evaluation).

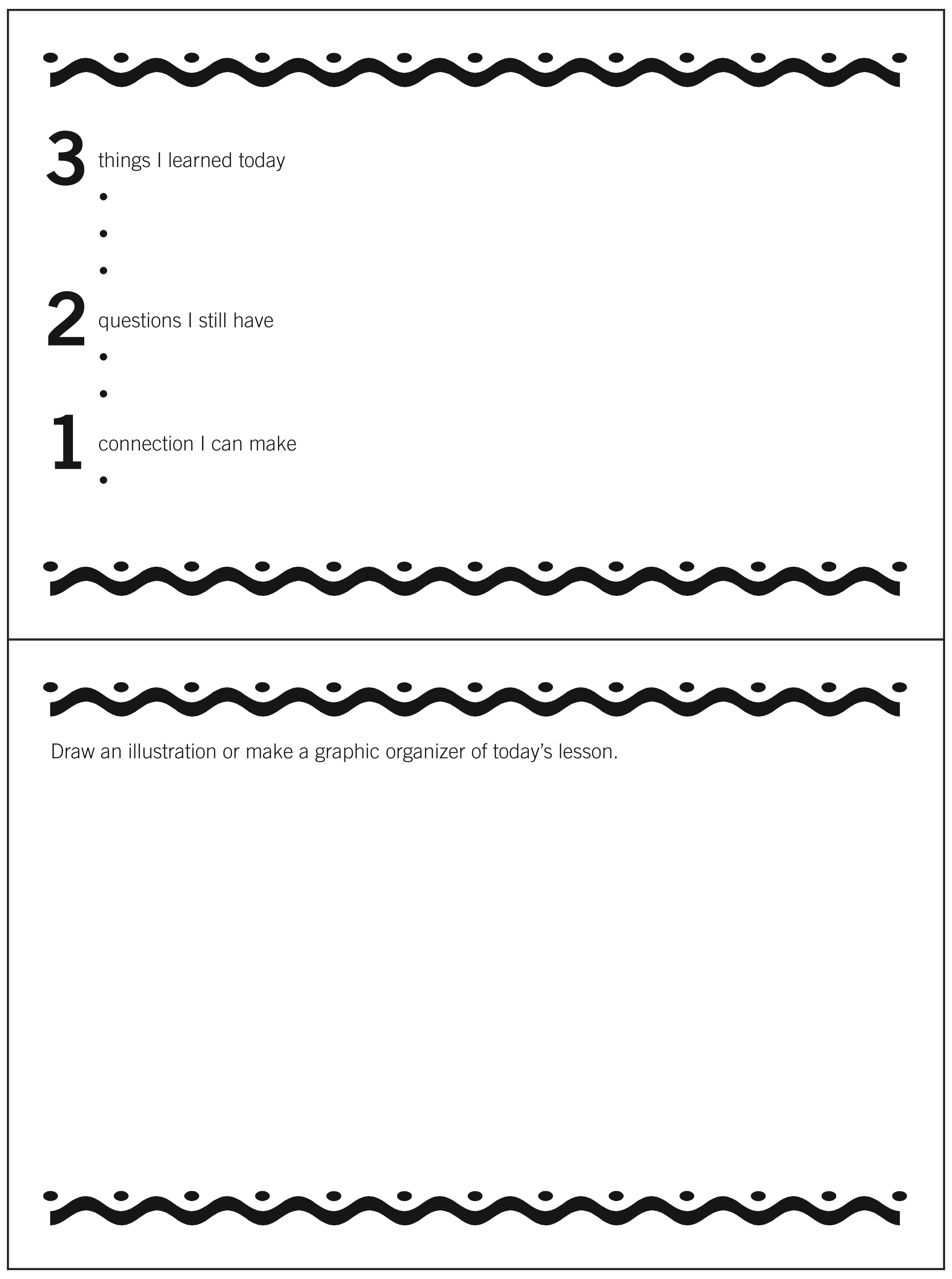
How will exit card information be useful?  
Teachers assess the responses on the exit cards in order to provide differentiated instruction to meet the diverse needs of learners in the classroom.

|  |  |
| --- | --- |
| **Exit Card Question Samples** |  |

**A. General open-ended questions**1. Write one thing you learned today.  
2. What area gave you the most difficulty today?  
3. Something that really helped me in my learning today was ....  
4. What connection did you make today that made you say, "AHA! I get it!"  
5. Describe how you solved a problem today.  
6. Something I still don't understand is ...  
7. Write a question you'd like to ask or something you'd like to know more about.  
8. What mathematical terms do you clearly understand or have difficulty understanding?  
9. Did working with a partner make your work easier or harder. Please explain.  
10. In what ways do you see today's mathematics connected to your everyday life?

**B. Questions targeted towards content**

1.Numbers and Operations (Place Value)  
Tomorrow something is going to change in our lives. Tomorrow there will be no more zeroes. Zero will cease to exit. Will this affect you or not? Is this a good thing or a bad thing? Write your opinion.  
  
**2. Measurement**   
What rules are important to measure accurately? Write out three of the most important measuring rules you would teach someone else.  
  
**3. Geometry (Tessellations)**  
I have been given a special privilege. Tomorrow I am in charge of the world for one day. I have decided that for tomorrow everything on the planet will tessellate perfectly together. Every cloud in the sky, every blade of grass, every bird will be tessellated so it fits together perfectly. Nothing will stand out with gaps or overlaps. Tell me your opinion. Do you think everything should be tessellated or not? Please back up your opinion with a reason.  
  
**4. Data Management and Analysis**  
Of the three graphs you made, which one was the easiest for you to interpret and why?   
  
**5. Problem Solving**  
How do you solve a problem best? Do you create a plan or do you just keep trying until some idea clicks. Explain the approach you used and how it helped or didn't help you solve a problem today.  
  
**6. Algebra**  
How does the algebraic meaning of variable differ from its root word 'vary' ?  
  
**7. Ratio and Proportion**  
What does it mean for something to be out of proportion and how does that relate to mathematics?  
  
****Higher level thinking skills can be explored through exit cards by using**** [Bloom's Taxonomy](http://www.teachers.ash.org.au/researchskills/dalton.htm) ****with hypothetical questions or real life scenarios.****



Four-Two-One

**Purpose:** To engage students in reflecting, evaluating, and integrating their own learning into prior knowledge.

**Description:** Four-Two-One uses learning partners or small teams to foster in-depth reflection and integration of significant information.

**Procedure:**

1. Ask students to individually generate four words that capture the most important aspects of the learning experience.
2. Share, with learning partners or in small teams, their four words and compile a list of the words they have in common. From this list, determine two words that they agree capture the most important aspects.
3. Determine the 1 word or big idea that best represents the most important learning of the experience.
4. Share the various lists generated by their group in order for the whole class to make as many learning connections as possible.

Hint: As a variation of this activity, have the students to generate phrases or sentences instead of words.

|  |
| --- |
| **Four Two One** |

Final Countdown

**Purpose:**  To engage students in reflecting, evaluating, and integrating their learning

**Description:** This activity emphasized the important role that reflection plays in the learning process. Final Countdown provides learners with a framework for reflection, evaluation, and integration of new knowledge into previously learned material.

**Procedure:**

1. Ask students to individually reflect over what they have learned about the topic being reviewed.
2. Using the Final Countdown worksheet, have students write the three most important things they learned about the topic.
3. On the second tier of the Final Countdown, have students write two questions they still have about the topic. These should be questions that they expect to get answers to; likewise, questions they will get answers to.
4. Finally, on the top tier of the Final Countdown, have students write one way in which what they have learned relates or connects to material previously learned.

**Final Countdown**

Learning Frames

**Purpose:**  To increase comprehension by focusing student learning within a controlled context

**Description:** Learning frames are a sequence of spaces connected by key language elements to help students focus their learning. The purpose is threefold: 1) to provide a framework to guide students' understanding and responding; 2) to give a structured format to follow for engaging in a writing activity; 3) to help students develop independent comprehension strategies.

**Procedure:**

1. Display a transparency copy of the Learning Frame on an overhead. Explain to the students that this frame, like the frame of a new house, will allow them to fill the blanks with information from what they just learned.
2. Model the Learning Frame by filling in the frame using information learned in the day's lesson.
3. Read the frame aloud.
4. Next, pass out a blank Learning Frame to each student.
5. Allow students to fill out their Learning Frames in a manner which reflects what they learned from the day's lesson.

**Learning Frame**

Today, I learned about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with my class. The first thing we learned was \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . Next, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . Then, \_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . After that, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

I also learned that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The next time we study \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I want to learn more about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

Word Sorter

**Purpose:**  To engage students in the activity of classifying topics, words, phrases, into categories based upon their knowledge of the content.

**Description:** In this activity, students have the chance to classify topics, words, and phrases into categories. The process of sorting and classifying strengthens the student's ability to comprehend and retain difficult information. Through a discussion of possible solutions, students negotiate the contextual meaning of the topics, words, or phrases they are sorting.

**Procedure:**

1. Generate a list of words related to the topic for review. These words should fall into one of the following categories: Important Characteristics, Uses, Examples, and Non-Examples. (Hint: These categories can be changed to accommodate your topic of study.)
2. Make a copy of both of the word list and the Frayer Model graphic organizer on transparency paper.
3. Cut out the words on the word list and store in a zip-lock bag when not in use.
4. Lay the graphic organizer on an overhead projector.
5. Place word list words in the center of the graphic organizer one at a time (jumble the order) allowing students to identify the appropriate quadrant location for the word.

Hint: When using this as a warm-up activity, allow students to make errors that will be corrected as you teach your lesson. When using this as a review activity, identify mistakes and re-teach topics when students make errors.

**Word Sort**

|  |  |
| --- | --- |
| **Important Characteristics** | **Non-Important Characteristics** |
| **Examples** | **Non-Examples** |

**Sample Word List for "Webpages"**

[**www.nasa.gov**](http://www.nasa.gove) **Easy to navigate**

[**www.discoverychannel.com**](http://www.discoverychannel.com) **Helpful text and graphics**

[**www.lonelyplanet.com**](http://www.lonelyplanet.com) **Reliable information**

[**charliebrown@aol.com**](mailto:charliebrown@aol.com) **Loads quickly**

[**snoopy@birddog.com**](mailto:snoopy@birddog.com) **Attractive appearance**

**URL Microsoft Office**

**Web Browser Information access**

**Research Advertise your company/school**

**Post family pictures Communicate with others**

**School Homepage National Parks Homepage**

**Sample Word Sort for "Webpages"**

|  |  |
| --- | --- |
| **Important Characteristics**  **Webpages**  **Easy to navigate**  **Helpful text and graphics**  **Loads quickly**  **Attractive appearance**  **Reliable Information** | **Uses**  **Research**  **Post family pictures**  **Advertise your company (School)**  **Communicate with others**  **Information access** |
| **Examples**  [**www.nasa.gov**](http://www.nasa.gove)  [**www.discoverychannel.com**](http://www.discoverychannel.com) **Helpful text and graphics**  [**www.lonelyplanet.com**](http://www.lonelyplanet.com)  **School Homepage**  **National Parks Homepage** | **Non-Examples**  **Microsoft Office**  [**charli****ebrown@aol.com**](mailto:charliebrown@aol.com) **Loads quickly**  [**snoopy@birddog.com**](mailto:snoopy@birddog.com)  **URL**  **Web Browser** |

Ranking Ladder

# How it works:

The Ranking Ladder is a higher-order thinking strategy that can be used with large or small groups. Students can freely generate ideas of solution to a problem and then rant their solutions. It helps students develop the skill of prioritizing. How it works: (problem solving)

1. Pose a problem.
2. Have students work in small or large groups.
3. Have each group brainstorm and record possible solutions. Advise students to delay judging the validity of the solutions at this time.
4. Have each group decide on a maximum of five - seven ideas and then rank them from first to last choice on a ranking ladder.
5. Randomly choose a student from each group to share the top two or three ideas with the rest of the class.

### Variation for reading text:

This strategy can be also used for the students to locate the important information in a text, and then rank that information in order of importance. The students could work in pairs or individually. Once given a text to read, they could list what they think could be the main ideas from the text. Then they could place them on the Ranking Ladder in the order of the most important ideas at the top and the less important ideas towards the bottom of the ladder. This method would give students practice in choosing what the main ideas in a text are. It could also be modified to have the students choose the main ideas and then the supporting details on separate ladders.

**j0312282Ranking Ladder**

|  |
| --- |
| **State the problem in your own words:** |
| **With your partner, brainstorm possible responses:** |
|  |
| **Give reasons for your *most important* choice:** |
| **Give reasons for your *least important* choice:** |

**Most Important**

**Least Important**

**j0312282Ranking Ladder**

|  |
| --- |
| **The name of the text that you are reading:** |
| **Main ideas or points in the text:** |
|  |
| **Give reasons for your *most important* choice:** |
| **Give reasons for your *least important* choice:** |

**Most Important**

**Least Important**

Pick a Quote

# How it works:

1. Choose a piece of text for your students to read.
2. Have the students pick an interesting quotation from the text. You might suggest to them that they flag interesting ideas with sticky notes while they read, or that they return to the text and skim to find a good quote.
3. Using the graphic organizer, have the students write the quotation in the left column (“Quote”).
4. Have the students think about the quote that they choose. They might ask themselves questions such as, Why was that quote interesting? What does that quote remind me of? What’s my opinion about what the author is saying?, etc.
5. The students write their ideas about the quote in the right column (“My Thoughts”).
6. Have the students reread their ideas and think about what they would want to talk about in a group discussion. On the bottom of the organizer, they list their discussion starter ideas.
7. During the class discussion that follows, have the students bring forward their quote, their thoughts about the quote, and the ideas that they had for a group discussion.
8. This strategy gives students the opportunity to search a text for interesting ideas that they can relate to. It also helps to promote good discussion about the text. Sit back and observe. The results are amazing!!

**Pick A Quote**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_**

**Text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Quote My Thoughts**

**Ideas to talk about in a group discussion:**

30 Second/1 Minute Skim

Skimming text helps to enable students to activate background knowledge, build anticipation, and locate vital information.

# How it works:

1. Review with the students the types of text features that offer information to us when we skim a piece of text (magazine article, internet web-page, non-fiction text, newspaper article, etc.). You may even want to make an anchor chart of “Things to Skim”:
   * Front and back covers
   * Title and author/illustrator
   * Table of contents
   * Organization (e.g. chapter, two-page spreads, continuous text)
   * Headings, headlines
   * Pictures, photos, charts, maps, diagrams
   * Glossary
   * Index
   * Captions
   * Sidebars
2. Model the skill by choosing an interesting article from a magazine or newspaper that has lots of interesting text features. Make an overhead of the article.
3. Put the overhead on the projector for 30 seconds, asking the students to simply try to get as much information from the text as possible in that time.
4. Have the students relate what they found out during their skim of the text. Also ask them to think about and discuss any questions that they may have based on the skim of the article. This allows the students to “think aloud” about the process, what they are doing, and what they saw.
5. The length of the text will determine how long you allow the students to skim. A magazine article would require only a 30 Second Skim, whereas a whole magazine or a non-fiction text may require a One Minute (or even longer) Skim.

# Skimming a Text

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of the text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Information I found out from my skim of the text:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

These are the features of the text that caught my eye while I was skimming:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Questions I have based on the skim of the text:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

After reading the text, here are the answers to my questions:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This is a quote that I think would be a good discussion starter for a class discussion based on this text:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why I think this quote would be a good discussion starter:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_